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AUTHOR Ysseldyke, James E.; And Others
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ABSTRACT

This booklet is designed as a resource in developing a system to document indicators of post-school educational outcomes for all students, including those with disabilities. The booklet briefly reviews the National Center on Educational Outcomes' conceptual model of domains, outcomes, and indicators for individuals at the post-school level. It then offers suggestions for possible sources of information for each of the 63 indicators listed in the conceptual model. The 63 indicators are organized in the following outcome domains: presence and participation; physical health; responsibility and independence; contribution and citizenship; academic and functional literacy; personal and social adjustment; and satisfaction. For each indicator, one or more possible sources of information are listed, such as individual or parent interview or survey, parental or peer rating scale, supervisor interview or survey, knowledge tests, performance evaluations, and medical records. (JDD)

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Possible Sources of Data for Post-School Level Indicators

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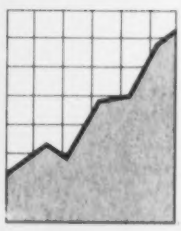

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

The College of Education
UNIVERSITY OF MINNESOTA

BEST COPY AVAILABLE

September, 1994

Prepared by James E. Ysseldyke,
Martha L. Thurlow, and
Ronald N. Erickson

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Please write:

Publications Office
NCEO
350 Elliott Hall
75 East River Road
University of Minnesota
Minneapolis, MN 55455

The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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NCEO Core Staff:

Robert H. Bruininks
Ronald N. Erickson
Patricia J. Grafstrom
Kevin S. McGrew
Dorene L. Scott
Gail E. Spande
Martha L. Thurlow, assistant director
James E. Ysseldyke, director

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Al Phelps
University of Wisconsin-Madison
Lucian Parshall
Michigan Department of Education

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Editing and Desktop Publishing
Trish Grafstrom

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Using Outcomes and Indicators

As an educator you can't ignore the public's growing desire to know what the results of education are for all of America's students. But you may be asking yourself "Where do I begin?" The National Center on Educational Outcomes (NCEO) agrees that educational results are important and knows that finding the data to answer questions about results can be difficult. That's why NCEO has been working to help you get the information you need to get started.

After first developing a conceptual model of educational outcomes, NCEO produced the publication *Educational Outcomes and Indicators for Individuals at the Post-School Level*. This document explains the model (see Figure 1, page 2), along with specific outcomes and indicators of those outcomes for the post-school level.

By using outcomes and indicators like those in NCEO's post-school model, you can make data-based decisions about your educational system. You can also have goals that will increase progress toward desired outcomes. But first, you need to identify where you will get the information for each indicator. This easy-to-follow booklet will help you obtain the information you need.

Using This Booklet

In this booklet, which is a companion piece to *Educational Outcomes and Indicators for Individuals at the Post-School Level*, you will find suggestions for possible sources of information for each of the 63 indicators listed in the conceptual model. As Figure 2 (page 3) indicates, each of the eight outcome domains (represented by diamonds) has several outcomes (circles) and indicators (triangles) of those outcomes.

As you read through this booklet, you will find that the information follows the order of outcome domains and outcomes presented in Figure 3 (pages 4 and 5). Indicators and possible sources of information are listed for each outcome (A1 to H3). For example, outcome A1 of Presence and Participation has two indicators: A1a and A1b. Each of these indicators has several sources of information that can be used to get a measure of the degree that individuals are present and participate in their community.

NCEO wants you, along with state department and school district personnel, to use this booklet as a resource when developing a system to document indicators of educational outcomes for all students, including those with disabilities. Companion pieces also will be developed for the early childhood levels at age 3 (Ysseldyke, Thurlow, & Gilman, 1993a) and age 6 (Ysseldyke, Thurlow, & Gilman, 1993b); grade 4 level (Ysseldyke, Thurlow, & Erickson, 1994a); and grade 8 (Ysseldyke, Thurlow, & Erickson, 1994b).

No standard definition exists for the term "post-school." The authors and contributors of this document agree that information about student adjustment to life after high school should be collected at several intervals.

Whether in the areas of employment, post-secondary education, health, community participation, self-determination, self-concept, or social networks, changes during this post-school transitional period should be considered and periodically measured. Many contributors to this document suggested that outcome information be collected up to five years following the completion of high school.

For other helpful publications, turn to page 37.

As you implement your assessment program, NCEO strongly encourages you to share your results with NCEO staff. By doing so, your experience and information can be shared with state and local educators.Write or call NCEO at 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455, 612-626-1530.

Conceptual Model of Domains and Outcomes

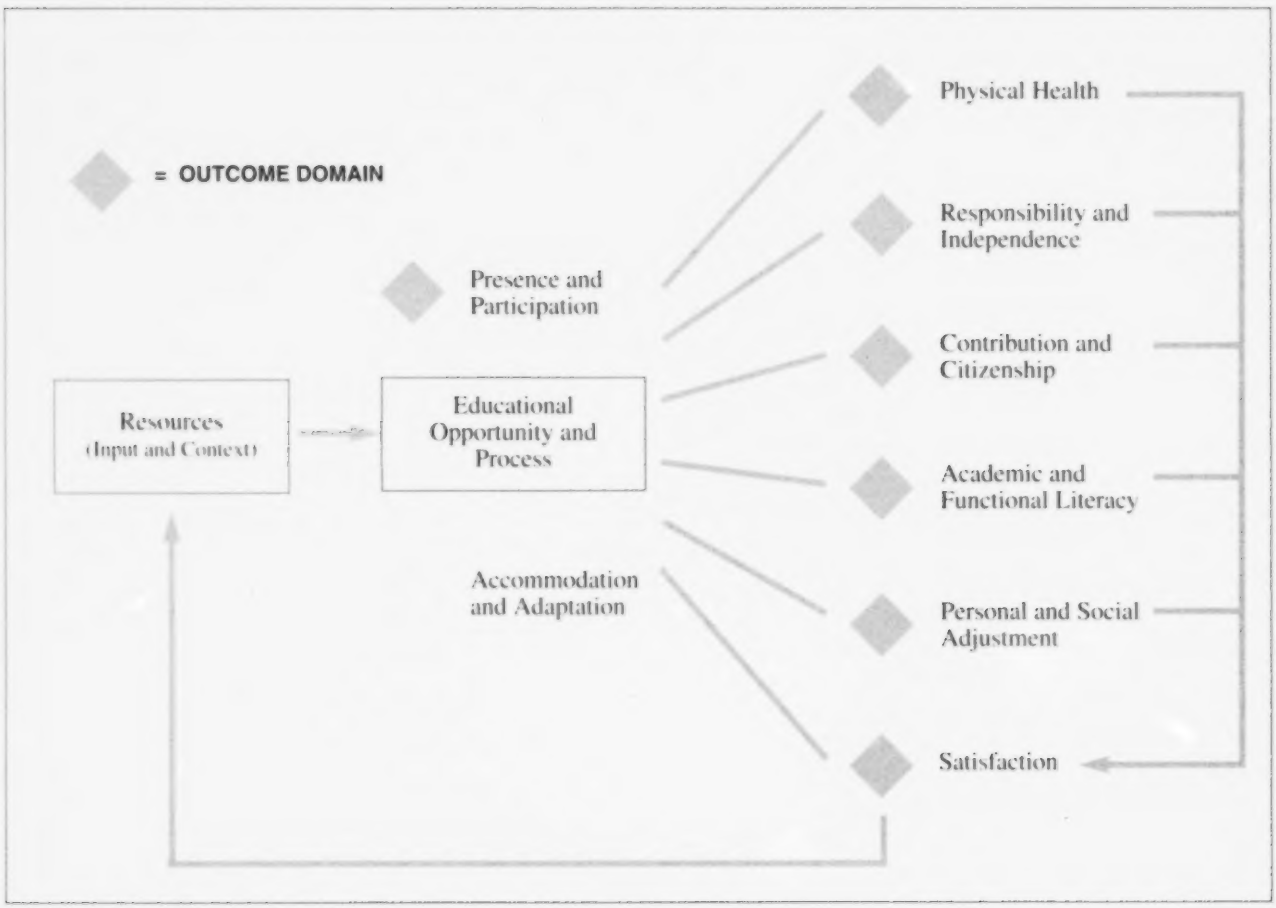

Figure 1. Conceptual Model of Educational Outcomes for Individuals at the Post-School Level

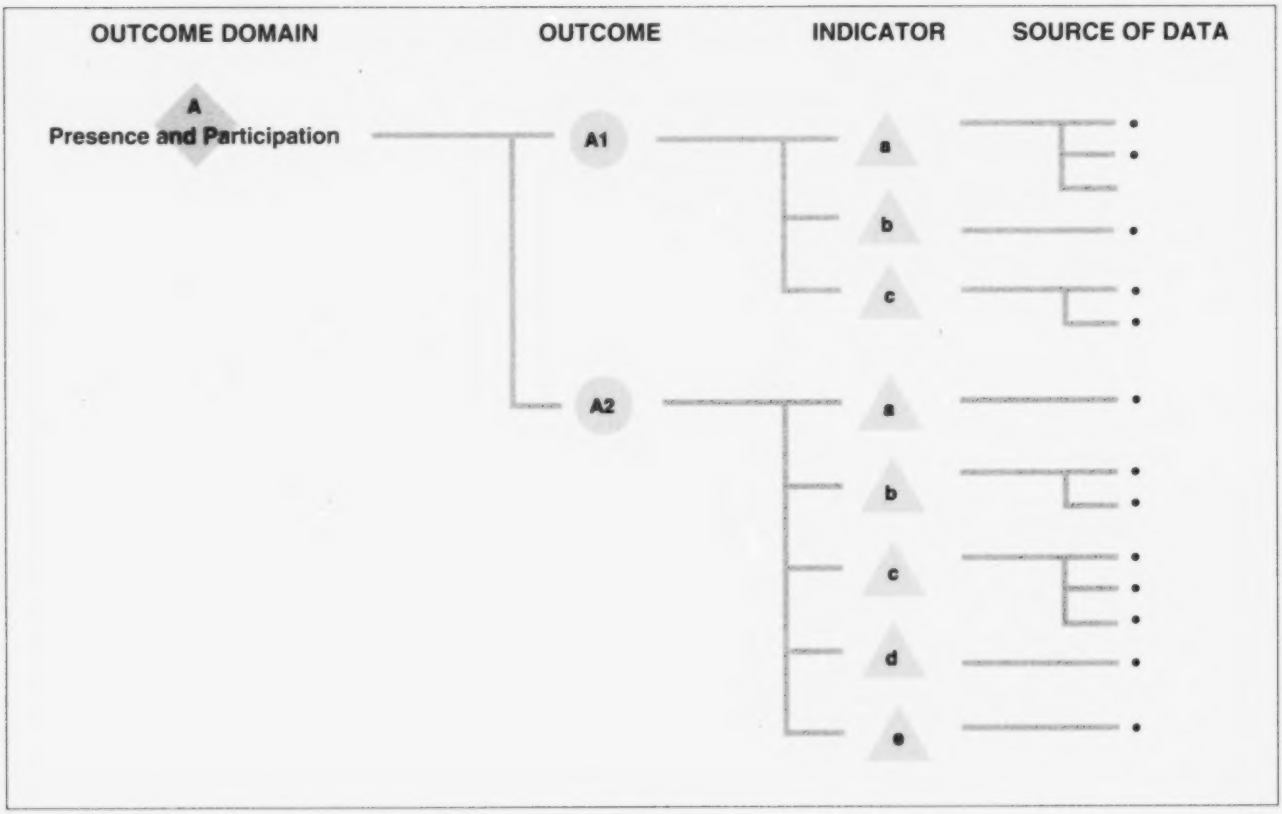

Figure 2. NCEO's Model of Outcomes, Indicators, and Sources of Data

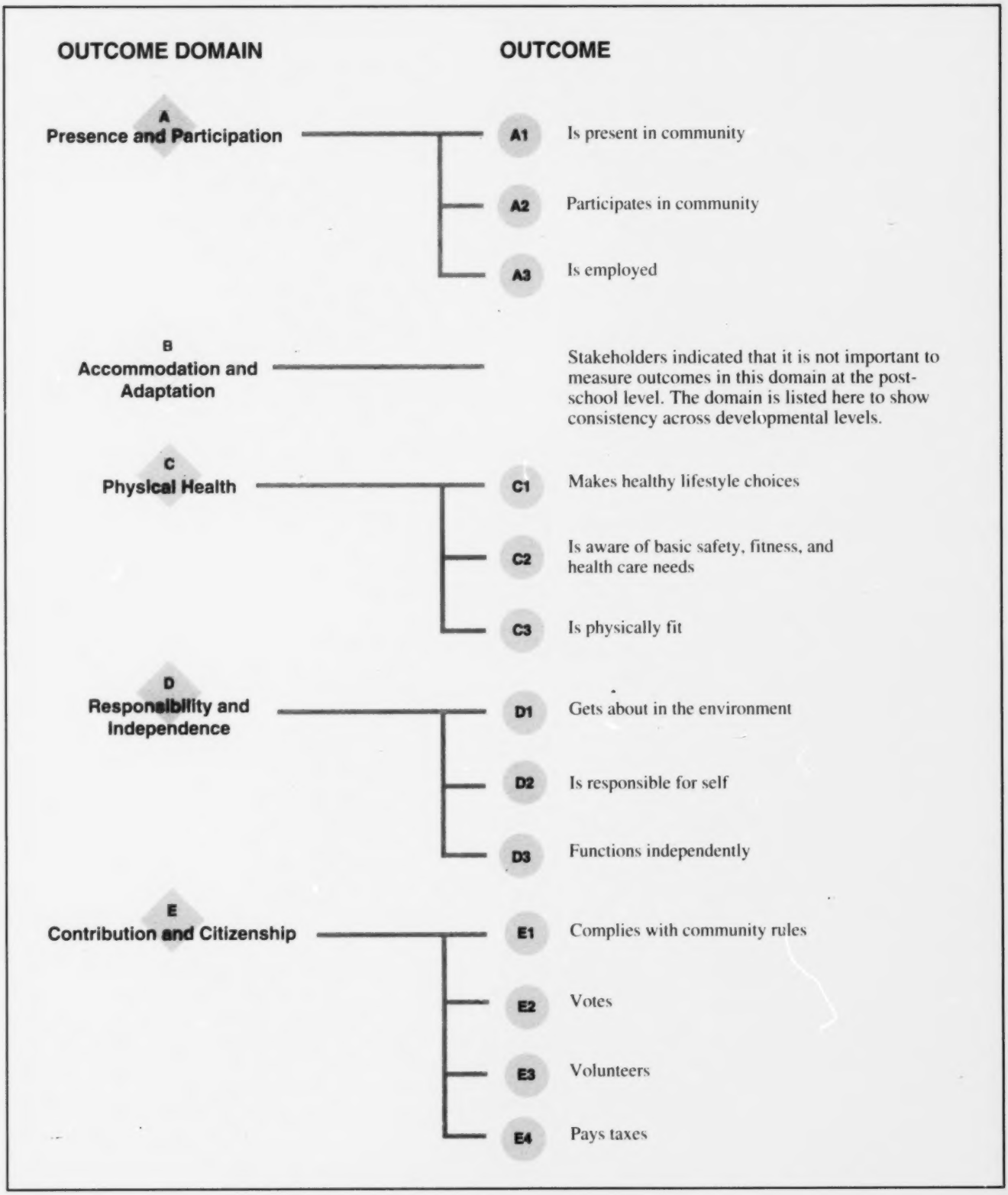

Figure 3. Outcome Domains and Outcomes for Individuals at the Post-School Level

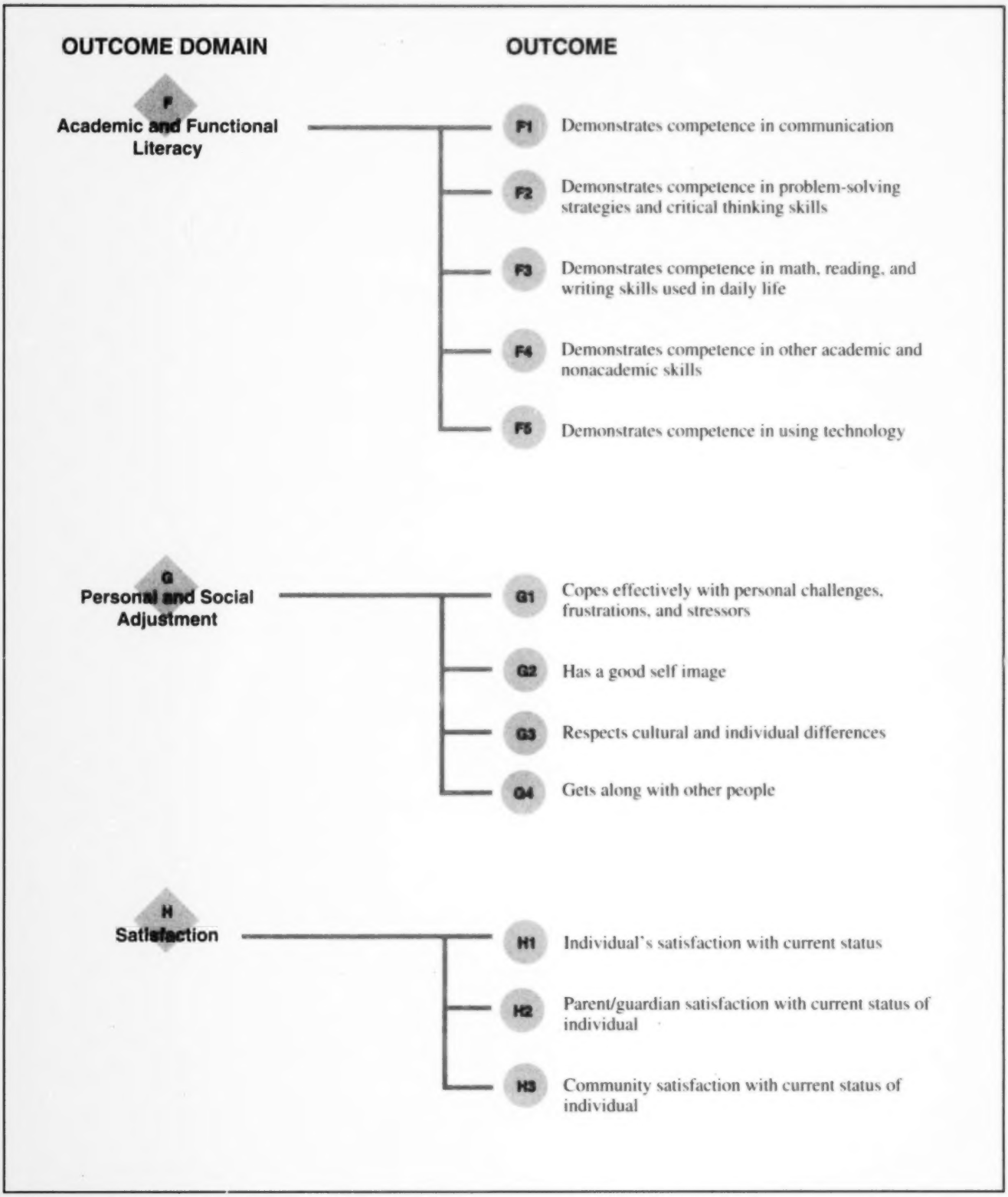
OUTCOME DOMAIN
OUTCOME
F
Academic and Functional Literacy
F1 Demonstrates competence in communication
F2 Demonstrates competence in problem-solving strategies and critical thinking skills
F3 Demonstrates competence in math, reading, and writing skills used in daily life
F4 Demonstrates competence in other academic and nonacademic skills
F5 Demonstrates competence in using technology
G
Personal and Social Adjustment
G1 Copes effectively with personal challenges, frustrations, and stressors
G2 Has a good self image
G3 Respects cultural and individual differences
G4 Gets along with other people
H
Satisfaction
H1 Individual's satisfaction with current status
H2 Parent/guardian satisfaction with current status of individual
H3 Community satisfaction with current status of individual

Figure 3., continued

= OUTCOME

= INDICATOR

A DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Presence and Participation

A1 **Is present in community**

A1a **Percent of individuals living in regular community settings (differentiated by type: living with parents/families of origin, semi-independent residence, independently)**

- Individual, parent/guardian interview or survey
- Data from state agencies by disability status and age
- Case manager interview
- Department of Mental Health data
- Preexisting follow-up research data
- Independent living center records
- State Department of Rehabilitation records
- State Department of Welfare records

A1b **Percent of individuals in postsecondary schooling (differentiated by type: 4-year college, 2-year college, vocational training, adult basic education)**

- Individual, parent/guardian interview or survey
- Follow-up study using a computerized match of social security number (SSN) and post-secondary institution databases
- Preexisting follow-up research data
- University or college disability support service records
- Section 504 compliance forms
- Adult literacy program records

= OUTCOME

= INDICATOR

A DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Presence and Participation

A2 **Participates in community**

A2a **Percent of individuals regularly participating in community-based activities, groups, and organizations**

- Individual, parent/guardian interview or survey
- Community agency records

= OUTCOME

= INDICATOR

A DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Presence and Participation

A3 **Is employed**

A3a **Percent of individuals in the workforce (differentiated by full-time worker, part-time worker, homemaker)**

- Individual, parent/guardian interview or survey
- State Department of Rehabilitation records
- State Job Training Partnership Act (JTPA) data
- Follow-up study using computerized match of SSN and unemployment insurance wage records
- Employment Security Commission data
- U.S. Department of Labor statistics

A3b **Percent of individuals whose employment is partially subsidized by non-employer funds**

- Employer or agency records of subsidized wages
- Individual, parent/guardian interview or survey
- State Department of Rehabilitation records
- State Job Training Partnership Act (JTPA) data
- Follow-up study using computerized match of SSN and supported employment from Division of Vocational Rehabilitation (DVR) records
- U.S. Department of Labor statistics
- State Departments of Employment Development records

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Accommodation and Adaptation

This domain refers to the compensations or adjustments demonstrated by individuals as they attempt to achieve other outcomes, such as learning American Sign Language or Braille. During the consensus-building process that identified post-school outcomes and indicators, participant groups recommended that no separate outcomes or indicators be identified in this domain. Instead, they suggested that outcomes, indicators, and sources of data reflecting Accommodation and Adaptation strategies be incorporated within the other domains of the model.

Earlier developmental levels considered this domain very important. For anyone wishing to review possible outcomes, indicators, and sources of data for Accommodation and Adaptation, please refer to the publication *Possible Sources of Data for School Completion Indicators* (see reference at the back of this document).

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

C DOMAIN

Physical Health

C1 Makes healthy lifestyle choices

C1a **Percent of individuals who make good nutritional choices**

- Individual or parent/guardian interview regarding nutritional choices within past day or week
- Medical records
- Preexisting follow-up research data
- Skin fold test for determining over- or under-weight status
- Finger-prick cholesterol check

C1b **Percent of individuals who have abused alcohol or drugs in the past year**

- Individual, parent/guardian, or peer interview or survey
- Department of Corrections data
- National Household Survey on Drug Abuse
- National Health Information Survey

C1c **Percent of individuals who indicate that they have had unprotected sex in the past year**

- Individual interview or survey
- National Health Information Survey
- Preexisting follow-up research data

C1d **Percent of individuals who regularly participate in sports, recreational, exercise, and/or leisure activities**

- Individual or parent/guardian interview or survey regarding rate and level of participation in differentiated activities
- Participation records from community agencies or groups
- Preexisting follow-up research data

= OUTCOME

= INDICATOR

C DOMAIN

Physical Health

● = POSSIBLE SOURCES OF INFORMATION

C2 **Is aware of basic safety, fitness, and health care needs**

C2a **Percent of individuals who are aware of basic safety precautions and procedures**

- Individual, parent/guardian interview or survey
- Knowledge test or performance assessment results
- Health examination scores
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*
- Licensing regulations reviews of community residences
- Center for Disease Control's *Youth Risk Behavior Survey*

C2b **Percent of individuals who are aware of basic fitness needs**

- Individual, parent/guardian interview or survey
- Results from fitness knowledge test
- Health examination scores

C2c **Percent of individuals who are aware of basic health care needs**

- Individual, parent/guardian interview or survey
- Results from health care knowledge test
- Health examination scores

C2d **Percent of individuals who know when, where, and how to access health care**

- Individual, parent/guardian interview or survey
- Results from health care knowledge test
- Health examination scores
- Performance evaluations
- Data from existing national surveys

C
DOMAIN

Physical Health

C2 **Is aware of basic safety, fitness, and health care needs, continued**

C2e **Percent of individuals who are aware of first aid and emergency health care procedures**

- Individual, parent/guardian interview or survey
- Results from emergency health care knowledge test
- Health examination scores
- Performance evaluations

= OUTCOME

= INDICATOR

C DOMAIN

Physical Health

● = POSSIBLE SOURCES OF INFORMATION

C3 **Is physically fit**

C3a **Percent of individuals who are physically fit**

- Individual, parent/guardian interview or survey
- Report from physician or health care provider
- Results of fitness tests and physical exams
- Selected survey items from the *National Health Interview Survey* or the *Youth Risk Behavior Survey*

= OUTCOME

= INDICATOR

D DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D1 Gets about in the environment

D1a Percent of individuals who can get to and from a variety of destinations

- Knowledge test that allows for local *and* generic assessment of ability to go from one destination to another
- Performance assessment for urban, rural, and suburban locales
- Parent interview or survey regarding individual's skills in reading road maps, bus schedules, etc.
- Reports from national orientation and mobility organizations (for example, American Commission for the Blind)
- Reports from disability determination services within state mental health or human service agencies
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents)*

D1b Percent of individuals who know how to access community services (for example, rehabilitation, counseling, employment, health)

- Individual, parent/guardian interview or survey
- Knowledge test on access to community services
- Reports from rehabilitation counselors or social services case managers
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*

D
DOMAIN

Responsibility and Independence

D1 Gets about in the environment, continued

D1c Percent of individuals who complete transactions in the community (shopping, banking, dry-cleaning, etc.)

- Individual, parent/guardian interview or survey
- Direct observational recordings by supervisors
- Results of federal projects dealing with transition services for youth (projects currently underway within many State Education Agencies)
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior*)

● = OUTCOME

▲ = INDICATOR

D DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D2 Is responsible for self

D2a **Percent of individuals who can prioritize and set goals and persevere toward them**

- Individual, parent/guardian interview or survey
- Supervisor or parent/guardian rating scales
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*

D2b **Percent of individuals who manage personal care and safety**

- Individual, parent/guardian interview or survey
- Supervisor or parent/guardian rating scales
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*

D2c **Percent of individuals who effectively advocate for themselves**

- Individual interview or survey regarding past or potential events associated with self advocacy, to assess ability in articulating a plan of action and accessing appropriate resources
- Parent or supervisor ratings on self-determination scales
- Direct performance assessment
- Selected items from adaptive behavior scales or checklists (for example, *AAMR Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*

= OUTCOME

= INDICATOR

D DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D3 Functions independently

D3a Percent of individuals who make their own choices or exercise self-determination

- Individual interview or survey designed to measure areas in which independent decisions are being made (for example, choice of clothing, residence, employment)
- Parent or case manager interview or survey

D3b Percent of individuals who obtain basic life necessities (for example, housing, food, work, social relationships)

- Individual interview or survey designed to measure extent to which individual has obtained basic needs
- Parent or case manager interview or survey

D3c Percent of individuals who are engaged in productive daily activities (for example, hold job, perform community service)

- Self report of employment status and volunteer activity (differentiated by full-time, part-time, or actual hours worked)
- Parent or case manager interview or survey

= OUTCOME

= INDICATOR

E DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Contribution and Citizenship

E1 **Complies with community rules**

E1a **Percent of individuals convicted in the criminal justice system or courts**

- Individual, parent/guardian interview or survey
- Police records of crime rate and frequency of illegal acts (classified by severity)
- State Education Agency (SEA)- or Local Education Agency (LEA)-developed interview or survey based on items from surveys conducted by the U.S. Department of Justice (for example, the *National Crime Survey*)
- State Department of Corrections records

= OUTCOME

= INDICATOR

E DOMAIN

Contribution and Citizenship

● = POSSIBLE SOURCES OF INFORMATION

E2 Votes

E2a Percent of individuals who vote

- Individual, parent/guardian interview or survey
- Community records of individuals voting in elections

= OUTCOME

= INDICATOR

E DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Contribution and Citizenship

E3 Volunteers

E3a **Percent of individuals who volunteer time to help others and improve community resources through school, civic, community, or nonprofit activities**

- Individual, parent/guardian interview or survey
- Records of service organizations

= OUTCOME

= INDICATOR

E DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Contribution and Citizenship

E4 **Pays taxes**

E4a **Percent of individuals who pay taxes**

- Individual, parent/guardian interview or survey
- Follow-up study using computerized match of SSN and Internal Revenue Service (IRS) records

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F1 Demonstrates competence in communication

F1a Percent of individuals who use and comprehend language that effectively accomplishes the purpose of the communication

- Individual, parent/guardian interview or survey
- Parental or peer rating scales
- Observation

F1b Percent of individuals who demonstrate competence in listening and comprehending language necessary to function in their home, school, work, and community environments

- Individual, parent/guardian interview or survey
- Parental or peer rating scales
- Supervisor or co-worker interview or survey

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F2 **Demonstrates competence in problem-solving strategies and critical thinking skills**

F2a **Percent of individuals who demonstrate problem-solving and critical thinking skills**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance-based assessment results

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F3 **Demonstrates competence in math, reading, and writing skills used in daily life**

F3a **Percent of individuals who demonstrate competence in math necessary to function in their current home, school, work, and community environments**

- Individual, parent/guardian interview or survey
- Scores on any math achievement test with word problems
- Supervisor ratings of functional use of applied mathematics
- Performance-based assessment results

F3b **Percent of individuals who demonstrate competence in reading necessary to function in their current home, school, work, and community environments**

- Individual, parent/guardian interview or survey
- Reading comprehension test
- Functional reading measures (for example, cloze technique, reading rate)
- Performance-based assessment results
- Supervisor or co-worker interview or survey
- Supervisor reports of applied reading performance

F3c **Percent of individuals who demonstrate competence in writing necessary to function in their current home, school, work and community environments**

- Individual, parent/guardian interview or survey
- Performance-based assessment results
- Supervisor or co-worker interview or survey
- Supervisor reports of writing proficiency

F3d **Percent of individuals who read the newspaper**

- Individual, parent/guardian interview or survey

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F4 **Demonstrates competence in other academic and nonacademic skills**

F4a **Percent of individuals who demonstrate competence in home management skills**

- Individual, parent/guardian interview or survey
- Roommate or spouse interview or survey
- Performance-based assessment results
- Selected items from adaptive behavior scales or checklists (for example, *Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*
- Surveys from community agencies (for those individuals receiving services)

F4b **Percent of individuals who demonstrate money management skills**

- Individual, parent/guardian interview or survey
- Roommate or spouse interview or survey
- Performance-based assessment results
- Selected items from adaptive behavior scales or checklists (for example, *Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior)*
- Surveys from community agencies (for those individuals receiving services)

F4c **Percent of individuals who demonstrate employability skills**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Review of individual's job search activities and outcomes
- Surveys from community agencies (for those individuals receiving services)

F DOMAIN

Academic and Functional Literacy

F4 Demonstrates competence in other academic and nonacademic skills, continued

F4d Percent of individuals who demonstrate ability to deal with community agencies

- Individual, parent/guardian interview or survey
- Agency staff interview or survey
- Surveys from community agencies (for those individuals receiving services)

F4e Percent of individuals who identify, organize, and allocate non-monetary resources effectively (for example, time, materials, space, human resources)

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance-based assessment results
- Selected items from adaptive behavior scales or checklists (for example, *Adaptive Behavior Scale, Performance Assessment for Self Sufficiency, Responsibility and Independence Scale for Adolescents, Scales of Independent Behavior*)

● = OUTCOME

▲ = INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F5 **Demonstrates competence in using technology**

F5a **Percent of individuals who currently apply technology to enhance functioning in home, school, work, and community environments**

- Individual or parent/guardian interview or survey that examines use of technology in: (1) workplace (for example, copier, computer, fax); (2) home (for example, telephone, microwave, washer/dryer); and (3) community (for example, automatic teller machine, bus, subway)
- Performance-based assessment results
- Surveys of coordinators of state grants on assistive technology

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G1 **Copes effectively with personal challenges, frustrations, and stressors**

G1a **Percent of individuals who cope effectively with personal challenges, frustrations, and stressors**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance results on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures

G1b **Percent of individuals whose behavior reflects an acceptance of the consequences for behavior (for example, makes restitution)**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance results on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures

G1c **Percent of individuals who exercise self-control**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance results on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures

● = OUTCOME

▲ = INDICATOR

◆ DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G2 **Has a good self image**

G2a **Percent of individuals who perceive themselves as worthwhile**

- Individual, parent/guardian interview or survey
- Scores on self-concept scale
- Screening for depression and suicide using scales like the *Reynolds Adolescent Depression Scale*

G2b **Percent of individuals who perceive themselves as competent**

- Individual, parent/guardian interview or survey
- Scores on self-concept scale

● = OUTCOME

▲ = INDICATOR

◆ G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G3 **Respects cultural and individual differences**

G3a **Percent of individuals whose behavior demonstrates acceptance of diversity**

- Parent, individual, or peer survey regarding presence of friends from different cultural or ethnic groups
- Individual survey on attitudes toward diversity

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G4 **Gets along with other people**

G4a **Percent of individuals who have friends and are a part of a social network**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures
- Social network analysis results

G4b **Percent of individuals who demonstrate skill in interacting in social situations**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures
- Social network analysis results

G4c **Percent of individuals who engage in productive group work in home, school, work, and community environments**

- Individual, parent/guardian interview or survey on types of group involvement
- Supervisor or co-worker interview or survey
- Direct observation by supervisor

G4d **Percent of individuals who demonstrate skill in managing interpersonal conflict**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures

G DOMAIN

Personal and Social Adjustment

G4 **Gets along with other people, continued**

G4e **Percent of individuals who relate effectively to authority figures**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures

G4f **Percent of individuals who relate effectively to peers**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures
- Social network analysis results

G4g **Percent of individuals who interact with parents or other family members on a regular basis**

- Individual, parent/guardian interview or survey
- Supervisor or co-worker interview or survey
- Performance on items selected from adaptive behavior measures, social skills scales, and/or social/personal adjustment measures
- Social network analysis results

= OUTCOME

= INDICATOR

H DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H1 **Individual's satisfaction with current status**

H1a **Percent of individuals who are satisfied with their current status and life experiences (for example, general well being)**
- Individual, parent/guardian interview or survey

H1b **Percent of individuals who are satisfied with what was provided in postsecondary school experiences**
- Individual, parent/guardian interview or survey
- Case manager interview or survey
- Post-secondary service provider interview or survey
- Post-secondary program completion rates

H1c **Percent of individuals who are satisfied with their current employment experience**
- Individual, parent/guardian interview or survey

H1d **Percent of individuals who are satisfied with their current living arrangements**
- Individual, parent/guardian interview or survey

H1e **Percent of individuals who are satisfied with their social network**
- Individual, parent/guardian interview or survey

H1f **Percent of individuals who are satisfied with community services available**
- Individual, parent/guardian interview or survey
- Review of community services case records

H1g **Percent of individuals who are satisfied with their level of involvement in leisure activities**
- Individual, parent/guardian interview or survey

= OUTCOME

= INDICATOR

H
DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H2 **Parent/guardian satisfaction with current status of individual**

H2a **Percent of parents/guardians who are satisfied with individual's current status (for example, general well-being)** ——— ● Parent/guardian interview or survey

= OUTCOME

= INDICATOR

H
DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H3 **Community satisfaction with current status of individual**

H3a **Percent of community (employers, general public, service agency personnel, and policymakers) who are satisfied with the individual's current status**

- Community member interview or survey
- Satisfaction surveys of employers and community agencies
- Data collected by community agencies as part of an accreditation process

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